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ABSTRACT

As illustrated by a concept map in chapter 1, this book discusses three concepts: (1) the nature of knowledge, its capture, creation, and use; (2) the nature of human learning; and (3) a theory of education tying together the first two concepts. Chapter 2 discusses the need for a theory of education to resolve numerous questions, issues, and problems faced in educating people to become powerful and committed knowledge creators and users. Chapter 3 defines meaningful learning and its fundamental elements: facts, concepts, propositions, and principles. Chapter 4 develops further how humans construct new meanings and the role played by concepts and propositions. Chapter 5 presents an account of David Ausubel's assimilation theory of meaningful learning. Chapter 6 presents a theory of knowledge and uses the Vee heuristic to illustrate it. Chapter 7 focuses on teacher and manager effectiveness, and chapter 8 deals with context issues associated with effective teaching. Chapter 9 treats evaluation, the most crucial element involved in educating or managing. Methods used to evaluate and reward learning and performance can enhance or undermine our best efforts. The last chapter speculates on future chances for enhanced educating and managing, given the snail's pace of teacher education and school reform efforts. Included are 71 figures, 5 tables, 2 appendices, and author and subject indices. (Contains 262 references.) (MLH)

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